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ABSTRACT

A study surveyed 449 seniors and sophomores at North Ridgeville (Ohio) High School to determine their reading interests. The survey of 18 questions revealed the following findings: (1) favorite type of novel was horror; (2) favorite author was Stephen King; (3) favorite magazines were "Seventeen" and "Sports Illustrated"; (4) favorite type of literature was the short story; and (5) 42% of the students read one or more books a month. There was a significant relationship between reading frequency and other variables such as GPA, gender, or other reading variables. No significant relationship existed between reading frequency and other variables such as hours spent watching television or working, number of sports participations, or parents' reading frequency. The majority of students surveyed showed a positive attitude toward reading. (Ten tables of data are included; the survey instrument, and lists of favorite books, authors, and magazines are attached.) (Author/RS)

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READING INTEREST OF NORTH RIDGEVILLE HIGH SCHOOL STUDENTS

Shirley Whittemore

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Abstract

The study surveyed 449 seniors and sophomores at North Ridgeville High School to determine their reading interests. The survey of 18 questions revealed the following findings: favorite type of novel-horror, favorite author-Stephen King, favorite magazines-Seventeen and Sports Illustrated, and favorite type of literature-short stories. Of the students surveyed, 42% read one or more books a month. There was a significant relationship between reading frequency and other variables such as GPA, gender or other reading variables. No significant relationship existed between reading frequency and other variables such as hours spent watching television or working, number of sport participations, or parents' reading frequency. The majority of the students' surveyed showed a positive attitude toward reading.

Master's Research Paper by

Shirley Branscum Whittemore

B.A., Bowling Green State University, 1979

M.L.S., Kent State University, 1992

Approved by

Advisor _____ Date_____

READING INTEREST OF NORTH RIDGEVILLE HIGH SCHOOL STUDENTS

A Master's Research Paper submitted to the
Kent State University School of Library and Information Science
in partial fulfillment of the requirements
for the degree Masters of Library Science

by

Shirley Whittemore

December, 1992

TABLE OF CONTENTS

List of Tables iv

Chapters

I. Introduction 1

Purpose of the Study 2

Definition of Terms 2

Limitations of the Study 3

II. Review of the Literature 4

III. Methodology 11

IV. Results of the Study 13

V. Conclusion 28

Appendices

A. Questionnaire 30

B. Favorites 32

Bibliography 34

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LIST OF TABLES

Table		Page
1.	Distribution of Subjects by Grade and Ablility Levels	14
2.	Distribution of Subjects by Fequency of Reading	15
3.	Relationship of Frequency and Gender	16
4.	Reasons why Students Select Books	18
5.	Students Preference of Main Character	19
6.	Students Favorite Types of Novels	20
7.	Other Types of Reading Students Enjoy	21
8.	Relationship of Frequency of Reading and Grade Point Average	23
9.	Relationship of Frequency of Reading and Future Format of Books	25
10.	Relationship of Frequency of Reading Books and Hours Spent in General Reading	26

CHAPTER I. INTRODUCTION

"To produce a generation of book lovers there is no factor as powerful as interest" (Donaldson 1989, 536). How do librarians know the reading interest of today's young adults? In the '40s and '50s, there was a deluge of reading interest surveys. Teens were asked to fill out questionnaires about their reading preferences. Today, few studies of reading interest are being conducted. "There is little research on the incidents and nature of the reading behavior of adolescents" (Willits and Willits 1990, 61). Often the studies being conducted are confusing and, sometimes, seem to contradict each other, for example, Norman (1986) and O'Banner (1989). One finding indicates that reading attitudes influence academic achievement; the other refutes that finding.

Courses taken at the college level on young adult literature offer little help in determining the reading preference of the upper level high school students. Young adult literature is excellent for junior high students and for some of the high school students. However, by the time a student becomes a senior in high school, he/she seems to have outgrown adolescent literature. English teachers often comment that when they select young adult books they still have a difficult time getting students to read novels. Observing the students' book selections in libraries leads some librarians to believe that young adult literature is not as important to the upper level high school

students as it is to teachers and librarians. Exactly what are secondary students reading?

Curiosity about what older teenagers are reading, lack of serious research on reading interest of adolescents, wishing to select books that students will read, and wishing to help teachers make better choices in book selection for students are some of the reasons for doing a reading interest survey of North Ridgeville High School students.

Purpose of the Study

The main purpose of the survey is to ascertain the reading interests of the North Ridgeville High School students. The data are also used to compare reading interests based on grade level, grade point average, and gender.

Definition of Terms

The following terms are used in the research paper.

Reading Interest - Books or printed material that young adults have selected to read or have enjoyed reading.

Seniors - Twelfth grade high school students.

Sophomore - Tenth grade high school students.

North Ridgeville - City located within Lorain County, west of Cleveland. It is surrounded by Elyria, Westlake, Eaton, and Avon.

Accelerated English Students - Above average; sometimes referred to as an honors English student.

Academic English Students - Average students; English abilities are in the normal range for their grade level.

Developmental English Students - Below average; English skills need to be brought up to grade level.

Teenagers - In this study, the term refers to high school students, generally, between the age of 15 and 18.

Tracting - At the end of eighth grade, all students are given a reading test and written composition assignment. Students are placed in one of the English classes based on these two scores.

Limitation of the Study

This study is limited to North Ridgeville High School. While findings of the study can be used for drawing conclusions about the tenth and twelfth grades, they are not necessarily generalizable to other high school students.

CHAPTER II. REVIEW OF THE LITERATURE

There was little concern for the reading interest of young people before 1900. People cared more about telling the youth what to read then finding out their preference. The first forty years of the 1900s had a deluge of reading interest surveys, ranging from two-page articles to books of several hundred pages (Donaldson 1989, 500). The studies revealed that the youth read more fiction than any other genre. They read books specifically written for them, classics and best sellers.

By the 40s, reading preference surveys were a part of the educational journals. Researchers began to look closely at schools and criticize them for the literature being taught. Novell said that the results of the reading surveys should have six implications for the secondary schools. (1) Assigned material should be interesting. (2) Teens should be allowed to select their own reading material for individual reports. (3) Teachers should consider students, not themselves, when selecting reading assignments. (4) Three-fourths of the assigned reading selections should be replaced. (5) New programs should include reading materials that boys would enjoy. (6) To generate book-lovers, their interests must be considered (Donaldson 1989, 535-536). To generate book lovers, one must consider that their interests are the main reason for doing surveys and putting the results into effect.

Cahill (1951) studied trends in young people's literature

from 1941-1950. Her thesis shows the relationship of the following three areas for that ten-year period:

1. The tremendous growth in library services to adolescents;
2. The sudden output of books by publishing companies for young adult readers; (Before 1941, the category of young adult literature did not exist.)
3. The various surveys covering the reading interest of teens.

Cahill reviewed two extensive surveys conducted during that time period: the New York State survey and the Florida State survey. The New York State survey was conducted over a ten-year period and published in 1950. The Florida State survey was conducted in fifteen schools. The studies revealed that teens preferred fiction to nonfiction. As their first choice, boys enjoyed reading adventure stories and girls enjoyed romance stories. The first choice for nonfiction was biographies. Unfortunately, the surveys were restricted to types of literature and did not cover other areas relating to reading interest such as outside influences.

Williams (1960) surveyed the reading habits and interest of eleventh graders for the school year 1958-1959. She repeated the study during their twelfth year, 1959-1960 and compared the results. In her study she used the following categories: I.Q., age, grade average, parental occupation, and number of books selected. During their junior year the students with the highest

I.Q. and grade average also read the most books. However, the second highest group were the students with low I.Q.s and a "D" grade average. Children of parents who were common laborers read the most books in that category.

The overall results for the two year study were as follows: Boys read more books than girls. For book selection, fiction was the top choice and biographies were second. Students with low I.Q.s and low grade averages read more books than the other groups. Williams' survey is a good example of why one survey can not be used to make inferences about the total population. It is also an example of the unpredictable being true. One reason for the unusual results may be because it was a small sample covering only 220 subjects. Thus if one or two students read a large volume of books, it effected the results of the total group.

The past surveys have been criticized because of their limitations. Often the sample has been limited to one school, and the question asked is "What do you like to read." From a scientific point of view, they were hopelessly deficient.

Today reading interest surveys seem to be on a decline. Two major indexing tools, Library Literature and ERIC, listed only two articles surveying the reading interest of young people. Educational Index and Dissertation Abstracts International listed three citations that indirectly related to young adult reading interest.

Willits and Willits (1990) cited lack of research as one of the reasons for doing their survey. They surveyed eighth graders

and eleventh graders in twelve rural counties in Pennsylvania in 1988. The purpose of the study was to determine the amount of time students spent reading and to ascertain the social activities and personal characteristics of teens associated with reading time. The variables assessed were frequency of reading, grade level, number of siblings, parental occupation, work responsibilities, extra curricular activities and other leisure activities. The results were as follows: Girls read more than boys. Children of professionals and managers read the most. Grade level, number of siblings and working mothers were not related to reading frequency. Hours spent on paying jobs were not significantly related to reading. The more sports the youth participated in, the less reading he/she did. However, the more time the youth spent with his/her family and friends, watching television, doing chores, or participating in school and community activities, the more time he/she reported reading. Other studies have also verified this finding - - the more active a person is, the more involved he/she is in other pursuits.

The results of Willits' study is encouraging because it reveals that time spent on other activities did not take away from time spent reading. In closing, Willits comments that this study focused on reading behavior. It did not provide data on the source of young people's reading materials.

Thomason (1983) investigated the reading interests of high school sophomores from two high schools with the same socioeconomical back ground but different reading programs. In

the traditional school, students read three novels of their choice and reported on them using the traditional book report format. In the structured school, students selected books from an established reading list. After reading the book, they were given a test over the book. Results from the survey revealed that sophomores do enjoy reading, find reading more appealing if they can choose their own material, and required reading doesn't turn them against reading. Boys enjoy reading science fiction, adventure, mystery, sports, and short stories; whereas girls enjoy reading romance, mystery, and adventure. While Thomason's study provided information on adolescents reading interest, it did not address questions such as: Do teenagers really prefer young adult literature? Is there a difference in the books seniors read as compared to books sophomores read?

Interestingly, while some librarians question the choice of young adult literature for high school students, in Conner's (1989) young adult poll, all but three of the book choices can be classified as Young Adult Literature. The "Iowa books for Young Adults Poll" assesses the reading choices of tenth through twelfth graders. In the 1988 poll, problems such as growing up, guilt, pregnancy, and dying by teenage protagonist dominated the book choices. Eye of the Dragon by Stephen King, Shade of the Tree by Piers Anthony, and The A. I. War by Stephen Ames Berry were the only three book choices that don't have teenagers as the main characters.

Fair (1990) compared "Iowa Books for Young Adults" data

from 1982-1989 with other reading interest studies. Results from the study revealed that males selected nonfiction as their first choice and females read more books. Physical makeup of a book did make a difference in book selection. Sports for males and romance for females weren't as popular as in previous studies. Thirty-five books were selected by both young adults and literary professionals. It seems that young people not only knew what they like to read, but also selected books of literary interest.

In Wood's (1986) survey when teenagers were categorized by age group (13-15 years and 16-18 years) there was a difference in the books they purchased. Younger teenagers purchased more fiction, and older teenagers purchased more nonfiction and textbooks. Types of book such as romance or westerns were not broken down by age group. No data were given on young adult literature.

O'Banner (1989) did a study of the relationship between reading attitude and achievement of students enrolled in college development reading. He tried to ascertain whether students' reading attitudes contributed more to prediction of their achievement in developmental reading course than their ACT composite scores, race, and sex. The subjects were 101 students enrolled in development reading courses during the 1988-1989 academic year at two colleges. The results revealed there was no significant relationship between reading attitudes and achievement.

Interestingly, Norman (1986) conducted a similar study. He

studied the relationship between attitude toward reading and sex, age, race, academic retention, and achievement of community college students. Analyzing the data, the author concluded there was a positive relationship between attitudes toward reading and academic achievement.

Few conclusions can be drawn from today's research. Girls read more than boys is the only finding that hasn't been refuted. Fiction is preferred to nonfiction. However one study (Fair, 1990) reveals that males prefer nonfiction. Adventure is still popular with males and romance is popular with females. Fair (1990) indicates that romance is on the decline for girls. The rest of the findings seem to depend on the survey being conducted.

In summary, research studies of reading interest for young adults have greatly declined. Overall, the research studies that have been conducted are inconclusive and/or unpredictable. They are limited by geographic location or small sampling of subjects. Due to the lack of extensive research studies and problems of the conducted survey studies, more scientific studies need to be conducted in the near future.

CHAPTER III. METHODOLOGY

The methodology of the overall study was a reading interest survey, conducted at North Ridgeville High School. All seniors and sophomores filled out the questionnaire in their English classes. The survey was conducted in September, 1992.

Some general information about the community and students which may reflect in the results of the survey are as follows: For the purpose of the 1989-1990 Statewide Report of Ohio Schools, North Ridgeville was placed in Comparison Group 3. Comparison Group 3 is classified as a suburban or small city with above average family income and below average percent receiving aid for dependent children. It has an above average commercial tax base per pupil and above average tax effort. However, since North Olmsted, Avon, and Amherst are also in Group 3, the general consensus is that North Ridgeville must be near the bottom of Group 3. Based on the 1980 census, the population is 21,472 and the median family income is $26,284. Seventy-four percent of the parents have completed high school; fourteen percent have a bachelor's degree.

Last year's seniors had an overall ACT score for English of 21.4. In the past few years, 45-50% of the seniors attended a four-year college. Fifty-four percent planned to have professional careers. Broken-down by ethnic groups, the student body is 96% White, 1% Black, 1% Hispanic, .5% American Indian, and 1.5% Asian. NRHS has 299 sophomores and 292 seniors. The

students' achievement scores are always higher than their ability level scores on any standardized test.

A questionnaire was developed (see appendix A) to compare the reading interests of students by grade level, gender, and ability level. Findings are presented graphically in tables providing frequencies, percentages, and chi square analysis of relationships between selected variables.

CHAPTER IV. RESULTS OF THE STUDY

The reading interest survey was conducted during the student's English class at North Ridgeville High School in September, 1992. A total of 449 students participated with the majority in Senior Academic English (38.3%) and Sophomore Academic English (38.1%). For further information on class distribution, see Table 1.

When asked about the frequency of their reading, the response category selected by the most students (188 or 42%) indicated that they read one or more books a month, followed by 157 students (35%) who indicated that they read one or more books a week. Twenty-seven students (6%) responded that they have never read a book (see Table 2).

When chi square analysis was conducted to determine if a relationship existed between reading frequency and gender, a chi square value of 34.454 indicates that there is a highly significant relationship ($p=0.000$) between these two variables (see Table 2). Fifty-five percent of the girls read one or more books a month whereas, only 30.6% of the boys read one or more books a month (see Table 3).

When asked whether or not a student would read a book if it weren't required reading, 217 students (47.8%) said yes; 167 students (37.3%) said maybe; and 67 students (15%) said no. For the 15% who said "no", there is still a need for teachers to assign required readings.

Table 1

Distribution of Subjects by Grade and Ability levels

Grade/Ability Level	f	%
Senior Accelerated English	11	2.4
Senior Academic English	172	38.3
Senior Developmental English	13	2.9
Sophomore Accelerated English	61	13.6
Sophomore Academic English	171	38.1
sophomore Developmental English	21	4.7
Total	449	100.0

Table 2

Distribution of Subjects by Frequency of Reading

Reading Frequency	f	%
One or more books/week	34	7.6
One or more books/month	157	35.0
One or more books/year	188	42.0
One or more books in lifetime	42	9.4
Never read a book	27	6.0
Total	448	100.0

Table 3

Relationship of Frequency and Gender

Reading Frequency	Gender					
	Male		Female		Total	
	f	%	f	%	f	%
One or more books/week	10	2.23	24	5.36	34	7.59
One or more books/month	60	13.39	97	21.65	157	35.04
One or more books/year	108	24.11	80	17.86	188	41.96
One or more books in lifetime	32	7.14	10	2.23	42	9.38
Never read a book	19	4.24	8	1.79	27	6.03
Total	229	51.12	219	48.88	448	100.00

Chi Square Value = 34.454

p = 0.000

Degrees of Freedom = 4

Sample Size = 448

Students were asked how they select the books they read and encouraged to check all response categories that apply. Books recommended by someone (45.9%) and books by a favorite author (39.6%) are the main reasons for a student selecting a book. It is interesting to note that only 37.6% checked required reading as the main reason for selecting a book (see Table 4).

When asked their preference for main characters; 198 students (44.5%) have no preference; 145 students (32.6%) prefer books with main characters that are teenagers; 73 students (16.4%) prefer books with main characters that are adults; 21 students (4.7%) checked other and listed main characters such as aliens or supernatural figures; 6 students (1.3%) checked animals as main characters and 2 students (0.4%) checked children. Most students either have no preference or prefer teenagers as main characters (see Table 5).

Students were asked their favorite types of novels and encouraged to check all response categories that apply. Horror (52.2%) is the favorite type of literature at North Ridgeville High School followed by mystery/spy/suspense (44.4%) and adventure/action (41.1%) (see Table 6). Favorite types of literature in the past were mystery and romance.

When asked to check their favorite types of literature and encouraged to check more than one category, 222 (49.7%) students checked short stories; 170 students (38%) checked poems; 153 students (34.2%) checked true sport stories; and 110 students (24.6%) checked biographies. For information on other categories

Table 4

Reasons why Students Select Books

Reasons	f	%*
Required reading	168	37.60
Recommendations	205	45.90
Good movie	130	29.10
Good author	177	39.60
Popular book	148	33.10
Interesting book cover	157	35.20
Other	83	18.50

* Students could check more than one category.

Table 5

Student Preference of Main Character

Main Characters	f	%
No preference	198	44.50
Teenager	145	32.58
Adult	73	16.40
Other	21	4.72
Animals	6	1.35
Children	2	0.45
Total	445	100.00

Table 6

Students Favorite Types of Novels

Favorite Types of Novels	f	%*
Horror/Occult/Supernatural	234	52.20
Mystery/Spy/Suspense	199	44.40
Adventure/Action/War	184	41.10
Romance	160	35.00
Realism/Teenage problems	152	33.90
Science fiction/Fantasy	133	29.70
Sport stories	116	25.90
Western	24	5.40
Historical	55	12.30
Other	29	6.50

* Students were encouraged to check more than one category.

Table 7

Other Types of Reading Students Enjoy

Types of Reading	f	%*
Poems	170	38.00
computer books	17	3.80
Short stories	222	49.70
Travel/Leisure books	40	8.90
True sports stories	142	31.80
Career books	56	12.50
Religion	23	5.10
History books	61	13.60
How-to books/Crafts	42	9.40
Autobiographies/Biographies	110	24.60
Plays	47	10.50
Teenage books	153	34.20
Health/Diet/Exercise	47	10.50
Other	43	9.60

* Students may check more than one category.

see Table 7.

Three hundred and one students (67.6%) listed their favorite authors and/or books. Stephen King is the favorite author by a wide margin. His books are also the favorites: Misery is the first choice; It is the second choice; and Pet Sematary is the third choice. Favorite magazines are Seventeen, first choice and Sports Illustrated, second choice. For more information on favorite authors, books, and magazines see Appendix B.

When asked about their parents' frequency of reading, 23 students (5.3%) responded that their parents never read; 31 students (7.1%) checked sometime during the year; 43 students (9.8%) checked sometime during the month; 130 students (29.7%) checked sometime during the week; and 210 students (48.1%) checked every day. A chi square value of 20.082 (p=0.453) indicates that no significant relationship exists between students' reading frequency and parent's reading frequency.

When asked about their grade point average, 45 students (10.4%) checked 4.0; 224 students (51.9%) checked 3.9-3.0; 132 students (30.5%) checked 2.9-2.0; and 31 students (7.2%) checked 1.9 or below. When chi square analysis was conducted to determine if a relationship existed between the reading frequency and grade point average (GPA), a chi square value of 41.134 indicates that there is a highly significant relationship (p=0.001) between these two variables (see Table 8). Forty-nine percent of the students with a GPA of 3.0 or better read one or more books a month. Only 22% of the students with a GPA of 1.9

Table 8

Relationship of Frequency of Reading and Grade Point Average

Reading Frequency	Grade Point Average											
	4.0		3.0-3.9		2.0-2.9		1.9-		No response		Total	
	f	%	f	%	f	%	f	%	f	%	f	%
One or more books/week	8	1.82	15	3.41	9	2.05	1	0.23			33	7.50
One or more books/month	21	4.77	88	20.00	37	8.41	6	1.36			152	34.55
One or more books/year	14	3.18	95	21.59	59	13.41	11	2.50			179	40.68
One or more books in lifetime	1	0.23	15	3.41	18	4.09	8	1.82			42	9.55
Never read a book	1	0.23	11	2.51	9	2.05	5	1.44			26	5.91
No response									8	1.82	8	1.82
Total	45	10.23	224	50.91	132	30.00	31	7.05	8	1.82	440	100.00

Chi Square Value = 41.134

p = 0.001

Degrees of Freedom = 16

Sample Size = 440

or less read one more books a month.

In the future, 53 students (12.5%) hope that all books will be recorded on tape, so they can just listen. One hundred twenty-three students (29%) hope that all books will be recorded on film format, so they can just look at it. Forty-two students (9.9%) hope that all books will be recorded in a computer, so they can be near a computer. Two hundred and six students (48.6%) are happy with books in book format. There is a highly significant chi square value of 87.519; p=0.000 between reading frequency and preference for keeping books in book format as opposed to being recorded on computer (see Table 9).

When asked how many hours a week they spend watching television, 70 students (16.1%) said less than two hours; 143 students (32.9%) said 2-4 hours; 136 students (31.2%) said 5-9 hours; and 86 students (19.8%) checked 10 or more hours. Forty-nine percent of the students watch television 4 hours of less a week. No significant relationship exists between number of hours spent watching television and reading frequency (chi square value of 14.299; p=.576).

When asked how many hours a week they spent reading, 249 students (57.2%) checked less than two hours; 126 students (29%) checked 2-4 hours; 39 students (9%) checked 5-9 hours; and 21 students (4.8%) checked 10 or more hours. When chi square analysis was conducted to determine if a relationship existed between the reading frequency and hours spent in general reading (newspaper, magazines, books, etc.), a chi square value of

Table 9

Relationship of Frequency of Reading and Future Format of Books

Reading Frequency	Future Format of Books: Book Format		Tape Format		Film Format		Computer Format		No Response		Total Format	
	f	%	f	%	f	%	f	%	f	%	f	%
One or more books/week	25	5.72	1	0.23	2	0.46	4	0.92			32	7.33
One or more books/month	101	23.11	9	2.06	24	5.49	14	3.20			148	33.87
One or more books/year	72	16.48	27	6.18	65	14.87	14	3.20			178	40.73
One or more books in lifetime	5	1.14	10	2.29	17	3.89	7	1.60			39	8.92
None	3	0.69	6	1.37	15	3.43	3	0.69			27	6.18
No response									13	2.97	13	2.97
Total	206	47.14	53	12.13	123	28.15	42	9.61	13	2.97	437	100.00

Chi Square Value = 87.519

p = 0.000

Degrees of Freedom = 16

Sample Size = 437

Table 10

Relationship of Frequency of Reading Books and Hours Spent in General Reading

Reading Frequency	Hours Spent Reading											
	>10		5-9		2-4		<2		No response		Total	
	f	%	f	%	f	%	f	%	f	%	f	%
One or more books/week	10	2.25	12	2.70	8	1.80	3	0.68			33	7.43
One or more books/month	9	2.03	21	4.73	70	15.77	54	12.16			154	34.69
One or more books/year	1	0.23	6	1.35	42	9.46	132	29.73			181	40.77
One or more books in lifetime	1	0.23	0	0.00	2	0.45	38	8.56			41	9.23
Never read a book	0	0.00	0	0.00	4	0.90	22	4.95			26	5.85
No response									9	2.03	9	2.03
Total	21	4.73	39	8.78	126	28.38	249	56.08	9	2.03	444	100.00

Chi Square Value = 188.868

p = 0.000

Degrees of Freedom = 20

Sample size = 444

36

37

188.868 indicates there is a highly significant relationship (p=.000) between the two variables (see Table 10). Less than 30% of the students who read two hours or less per week read one or more books per month; whereas, 86.7% of students who read five or more hours per week read one or more books per month.

In regards to working, 201 students (45.9%) do not work; 72 students (16.2%) work ten hours or less per week; 67 students (15.3%) work 11-20 hours; 67 students (15.3%) work 21-30 hours; 27 students (6.2%) work 31-40 hours and 5 students (1.1%) work over 40 hours a week. No significant relationship exists between number of hours spent working and reading frequency (chi square value of 179.331; p=.097).

When asked how many sports a student participated in during the school year, 187 students (42.8%) said none; 110 students (25.2%) participate in one sport; 104 students (23.8%) participate in two sports, and 36 students (8.3%) participate in three sports or more. No significant relationship (chi square value of 10.330; p=.962) exists between number of sports in which a student participates and reading frequency.

Finally, when students were asked if they plan to read for pleasure after graduation, 324 students (74.1%) checked yes; 96 students (22%) checked maybe; and 17 students (3.9%) said no.

CHAPTER V. CONCLUSION

The results of the North Ridgeville High School survey do not seem to support those of other reading interest surveys. For example, Willits and Willits (1990) in their survey show a significant relationship between reading frequency and hours spent watching television. An inverse relationship exists between number of sports a student participates in and reading frequency. The North Ridgeville High School survey shows that no significant relationship exists between number of hours spent watching television or the number of sports in which students participate and reading frequency. Both Willits' survey and North Ridgeville High School survey show no significant relationship exists between reading frequency and number of hours spent working.

In the past, studies reveal that there was a significant relationship between parents' reading frequency and children's reading frequency. Again, North Ridgeville High School survey shows no significant relationship between these two variables. Perhaps this is because teenagers have developed their own reading habits and outgrown their parents' influence in this area. There is a significant relationship between gender, grade point average, or other variables and reading frequency for North Ridgeville High School students. North Ridgeville High School students usually select books recommended by others or books by favorite author. Forty-four percent of the students

surveyed have no preference for main characters and 32.6% prefer teenagers as the main characters. Students selected horror, mystery, adventure and romance (in that order) as their favorite types of novels. Favorite types of novels in the past were mystery and romance with horror being near the bottom of the list. Other favorite types of literature for North Ridgeville High School students are short stories and poems. Biographies which used to be near the top of most lists came in as a fifth choice. Favorite author is Stephen King, and of his books, Misery, is the favorite. Favorite magazines are Seventeen and Sports Illustrated.

With the exception of the small amount of time spent reading (two hours or less per week), the remaining results are very encouraging. Forty-two percent of the students surveyed read one book or more a month. More students prefer to read books as oppose to watching them on film or listening to them on tape. Seventy-four percent of the students surveyed plan to continue reading after graduation.

Appendix A

Reading Interest Survey for North Ridgeville High School Students.

1. Gender
   - Male
   - Female

2. English class
   - Senior Accelerated English
   - Senior Academic English
   - Senior Developmental English
   - Sophomore Accelerated English
   - Sophomore Academic English
   - Sophomore Developmental English

3. On the average, I read; (check only one)
   - One or more books a week
   - One or more books a month
   - One or more books a year
   - One or more books in my lifetime
   - No books

4. If you weren't required to read for a class, would you read a book this year?
   - yes -no -maybe

5. How do you select the books you read; (check all that apply)
   - Required readings
   - Recommended by someone
   - Good movie
   - Other _____
   - Good author
   - Popular books
   - Interesting book cover

6. I prefer books whose main characters are: (check only one)
   - Adults
   - Teenagers
   - Children
   - Animal
   - Other _____
   - No preference

7. My favorite-type(s) of novels are: (check all that apply)
   - Horror / occult / supernatural
   - Adventure / action / war
   - Mystery / spy / suspense
   - Realism / teenage problems
   - Science fiction / fantasy
   - Romance
   - Westerns
   - Historical
   - Sport stories
   - Other _____

8. Other type(s) of reading, I enjoy are: (check all that apply)
   - Poems
   - Short stories
   - True sports stories
   - Religion
   - How to books / crafts
   - Plays
   - Computer books
   - Travel / leisure books
   - Career books
   - History books
   - Health / diet / exercise books
   - Autobiographies / biographies
   - Teenage books on specific issues
   - Other _____

9. List your favorite book and/or author.

10. What magazines do you read?

11. My parents read (check only one)
- Never
- Every day
- Sometimes during the week
- Sometimes during the month
- Sometimes during the year

12. What is your grade average?
- 4.0 or better (A)
- 3.0-3.9 (B-, B, or B+)
- 2.0-2.9 (C-, C, or C+)
- 1.9 or below (D+ or below)

13. Do you hope in the future, all books will be: (check only one)
- Recorded on tape (so you can just listen)
- Recorded on film format (so you can just look at it)
- Recorded in a computer that can talk to you or be on a computer terminal (so you can be near a computer)
- Recorded in book format as they are now (so you can read it)

14. How many hours a week do you spend watching television?
- less than 2 hours
- 5-9 hours
- 2-4 hours
- 10 or more hours

15. How many hours a week do you spend reading?
- less than 2 hours
- 5-9 hours
- 2-4 hours
- 10 or more hours

16. How many hours a week do you spend working at a paying job?

-_____ hour(s)

17. How many school sports do you participate in during the school year?

-_____ sport(s)

18. Do you think when you graduate from high school you will ever read another book just for your own pleasure?
- yes - No - Maybe

APPENDIX B

FAVORITE BOOKS

NRHS STUDENTS
Misery
It
Pet Sematary
To Kill a Mocking Bird

SENIORS
To Kill a Mocking Bird
Fallen Angels/Misery
Pet Sematary

SOPHOMORES
It/Bo knows Bo
Misery
Pet Sematary

MALES
Bo Knows Bo
Pet Sematary
Misery/It/Fallen Angels

FEMALES
To Kill a Mockingbird
Misery
It

FAVORITE AUTHORS

NRHS STUDENTS
Stephen King
V.C. Andrews
Christopher Pike/E.A. Poe
Dean Koontz/Danielle Steele
Clive Barker

SENIORS
Stephen King
V.C. Andrews/Danielle Steele
Edgar Allan Poe
Clive Barker

SOPHOMORES
Stephen King
V.C. Andrews
Dean Koontz/Christopher Pike
Edgar Allan Poe

MALES
Stephen King
Clive Barker/Edgar Allan Poe

FEMALES

Stephen King
V.C. Andrews
Christopher Pike
Danielle Steele
Dean Koontz
Edgar Allan Poe

FAVORITE MAGAZINES

NRHS STUDENTS
Seventeen
Sports Illustrated
Other teen magazines (4)
People
Sport
Time

SOPHOMORES
Sports Illustrated
Seventeen
Other teen magazines (2)
Cosmopolitan
Sassy/Muscle & Fitness

FEMALES
Seventeen
YM
Teen
Cosmopolitan
Sassy
People
Glamour
Time/Vogue
Newsweek

SENIORS
Seventeen
Sports Illustrated
Other teen magazines (4)
People
Time
Newsweek

MALES
Sports Illustrated
Sport
Guitar World
Muscle & Fitness
Time

Note:
Over thirty books, sixteen authors, and fifty magazines were listed

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